

# MY OPTIONS MY CHOICE MY FUTURE

Year 8



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# DEAR STUDENT

In this booklet you will find information about all of the courses which will run at Dormers Wells High School next year. You will have choices to make which are amongst the most important decisions you will make whilst at school. You will be able to choose from a wide range of subjects.

Everyone must study English, mathematics, science, physical education, CPSHE, languages, humanities, religious education and music. You will then have to make two additional choices.

Make sure you read this booklet carefully to find out as much as you can about all of these subjects before you make a choice. Make sure that you ask for, and listen to advice from teachers in subject areas, your Year Leader, Mr Mullally, Mr Parmar and our Connexions advisor. The Connexions service will be able to advise you in particular about your plans for further education and your future career.

The school will help you as much as it can so that you can start Year 9 with the best selection of courses for you. Just a word of warning, we will be restricted by numbers. We may need to ask you to take up your reserve choices. Try not to be disappointed by this – whatever happens, we will help you make the best choices possible.

Ms Walsh  
Headteacher

# THE KEY STAGE 4 CURRICULUM

In order to ensure students have a broad and balanced curriculum, all students in year 9 will study the following subjects:

- English
- Mathematics
- Science
- Music
- History
- Geography
- CPSHE
- Physical Education
- Religious Studies
- French or Spanish

Students will study GCSE English, mathematics and science as a three year course.

Students will then choose two further options from the following subjects:

- Academic PE
- Art & Design
- Computer Science
- Design & Technology
- Drama
- Food Preparation & Nutrition

The Year 9 option subjects have been designed to prepare students for GCSE study. It is therefore important that students consider not just the subjects they wish to study in Year 9, but also the subjects that they would like to take in Year 10.

**Please remember that if a student wishes to study a subject from these lists for GCSE, it must be chosen this year, as they will not be able to start a subject from these lists in Year 10.**

When students move into Year 10 they will be taking three options.

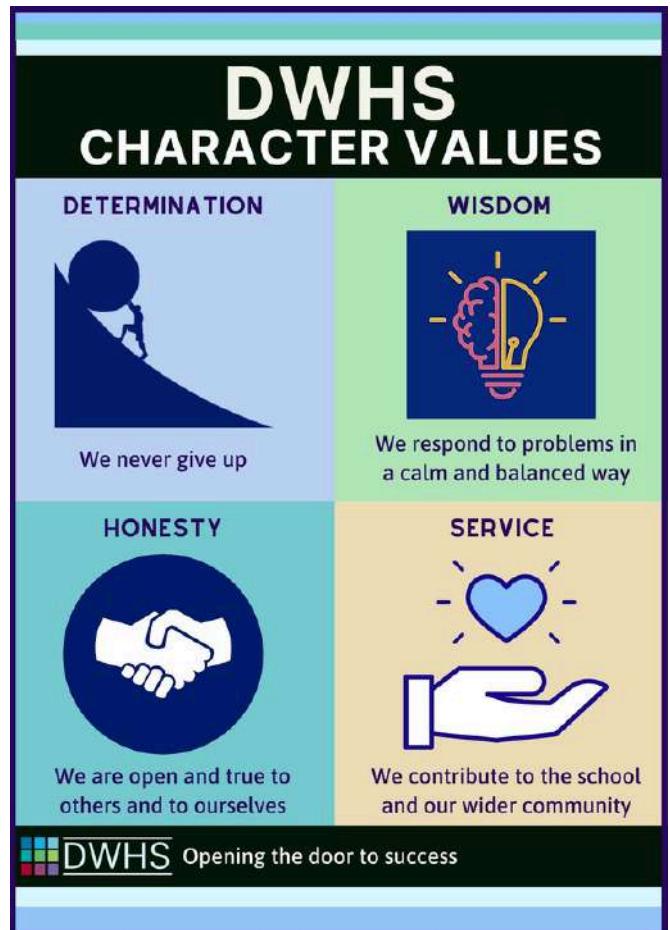
# CHARACTER VALUES

Our vision is to empower students so that they are able to take control of their own future and have enhanced life chances as a result of learning with us. We are academically ambitious for our students: everyone matters.

Our staff and students worked together to identify the values that sum us up our character as a school. The executive student council made the final decision that these were the values we all strive to embody at Dormers Wells High School, in everything we do:

- Determination: We never give up
- Wisdom: We respond to problems in a calm and balanced way
- Honesty: We are open and true to ourselves and others
- Service: We contribute to our school and to the wider community

We want our students to become independent learners, who are critical in their thinking, informed in their choices and confident in their ability to succeed in the modern world. We also want students who are respectful and tolerant, driven and confident, and who strive for the best. In addition to their academic lives we also want our students to benefit from extra-curricular experiences in the arts, sport and culture, which will help them become well rounded balanced adults.



# ENGLISH

CORE

English Language & English Literature is a combined course that is compulsory in Year 9. It builds on the learning that takes place in years 7 and 8 and bridges our students into GCSE.

## WHAT WILL I BE STUDYING?

The Year 9 syllabus integrates key skills and texts from both the GCSE English Language and GCSE English Literature courses in order to encourage a lifelong love of reading and to prepare our students for the two language and two literature exam papers they will sit at the end of Year 11. Teachers aim to achieve this through monitoring wider reading outside the curriculum and through developing an understanding of literary movements (for example, the origins of Gothic writing, Romanticism, realism and how the way we read has changed over time), as we believe this makes reading become a richer experience.



## HOW WILL THIS SUBJECT BE ASSESSED?

Formal written assessments take place for each unit that expose students to the style of the timed exam questions they will experience in Years 10 and 11. They will be graded on the 9-1 scale.



## UNITS OF WORK IN YEAR 9

- Critical thinking
- Shakespearean tragedy
- Thematic poetry study
- Thematic poetry study
- Thematic poetry study
- The art of rhetoric
- 'A Christmas Carol'

## CLASSICS

- 'Dracula' by Bram Stoker
- 'Frankenstein' by Mary Shelley
- 'Wuthering Heights' by Emily Bronte
- 'The Picture of Dorian Gray' by Oscar Wilde



## MODERN

- 'Beloved' by Toni Morrison
- 'The Woman in Black' by Susan Hill
- 'Through the Woods' by Emily Carroll
- 'Compulsion' by Martina Boone
- 'The Name of the Star' by Maureen Johnson

## CAREERS LINKS

- Writing
- Journalism
- Law
- Marketing and PR
- Editing
- Education
- Media

# MATHEMATICS

CORE

Mathematics is a compulsory subject and builds upon the learning that takes place in year 7 and 8. In year 9, students will begin covering the GCSE syllabus as part of our five year plan, using the 9-1 grading system. Some aspects of the GCSE curriculum would already have been covered in year 7 and 8.

## WHAT WILL I BE STUDYING?

The content has been organised into the following broad topic areas listed below.

**Topic area:**

- Ratio
- Number
- Geometry
- Albegra
- Probability and statistics

## HOW WILL THIS SUBJECT BE ASSESSED?

Two tier papers – higher (grades 4-9) and foundation (grades 1-5).

Students will sit the linear exam which is based on three written assessments. The questions will be a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper. All content can be assessed on any of the three question papers. As such, some questions will draw together elements of maths from different topic areas.

### Paper 1: Calculator not allowed

33½% of the total marks

1 hour 30 minute exam (80 marks available).

### Paper 2: Calculator allowed

33½% of the total marks

1 hour 30 minute exam (80 marks available).

### Paper 3: Calculator allowed

33½% of the total marks

1 hour 30 minute exam (80 marks available)

## CAREERS LINKS

- Accountancy
- Architecture
- Banking and Finance/ Economics
- Biology/Chemistry/Physics/Medicine
- Computing/Computer Sciences
- Electrical/Electronic Engineering
- Environmental Sciences
- Marine Engineering
- Mathematics



## WHAT WILL I BE STUDYING?

Science is a compulsory core subject divided broadly into biology, chemistry and physics. Teaching for the Science GCSE starts at the beginning of Year 9. Students will study a wide breadth of topics in all 3 subjects including cells and control in biology, extracting metals and equilibria in chemistry and light and the electromagnetic spectrum in physics. For more detail please view the specification on the Edexcel website. Students in Year 10 and 11 will either study combined science (2 GCSEs) or separate science (3 GCSEs). In year 9 all students will study the Combined Science content as it appears in both courses. At the end of year 9 we will decide which pathway students will follow for Year 10 and 11. This will be decided at the end of year 9 based on their grades.

## WHAT QUALIFICATION WILL I GAIN?

Either GCSE combined science (2 GCSE grades) or GCSE separate science (3 separate GCSEs in biology, chemistry and physics). Both of these qualifications can lead to A level science.

## WHICH EXAMINATION BOARD SETS THE SYLLABUS?

Edexcel (Pearson)

## HOW WILL THIS SUBJECT BE ASSESSED?

External assessment: All students will sit six examinations (two in biology, two in chemistry, two in physics) at the end of Year 11. If they study combined science each paper is an hour and 10 minutes long, and in triple each paper will be an hour and 45 minutes long. Each subject will have questions covering the following assessment objectives:

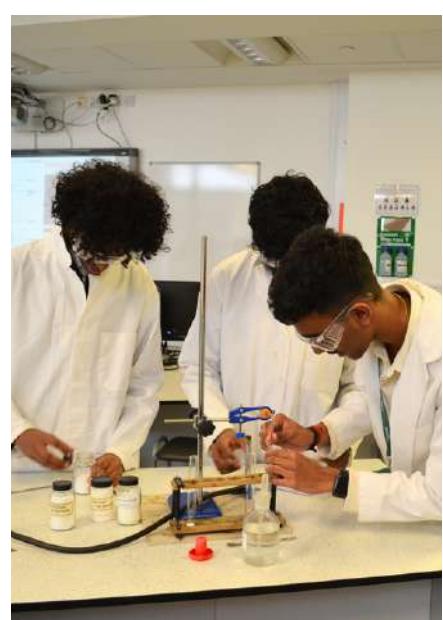
40% AO1: Demonstrate knowledge and understanding of scientific ideas, techniques and procedures.

40% AO2: Apply knowledge and understanding of scientific ideas, enquiry, techniques and procedures.

20% AO3: Analyse information and ideas to interpret and evaluate, make judgments and draw conclusions, develop and improve experimental procedures.

## CAREERS LINKS

- Archaeologist
- Biology Researcher
- Biomechanics Engineer
- Biomedical Engineer/Researcher/Scientist
- Data Analyst/Scientist
- Ecologist
- Forensic Psychologist
- Scientist
- Gene Analyst/Geneticist
- Genomics Researcher
- Immunologist
- Marine Biologist
- Microbiologist
- Oceanographer
- Pathologist



# GEOGRAPHY

CORE

This is a structured course that offers the chance for students to further develop their geographical knowledge and skills across a broad range of topics in preparation for the study of GCSE geography. The course offers students the chance to explore a range of countries, peoples and cultures and their interaction with human and physical processes. Students will learn about the causes, effects and responses to major UK and global events in addition to the skills needed to be successful in GCSE examinations. It is also suitable for those who wish to further understand the world around them, which will benefit the study of a number of other GCSE subjects such as maths, the sciences and business.

## WHAT TOPICS WILL WE COVER?

- 1. Ecosystems** – Students will study the composition and distribution of various ecosystems. They will focus on tropical rainforests and desert environments, learning how our climate controls them and how plants and animals are adapted to survive there.
- 2. Rivers** – Students will incorporate their scientific knowledge of the water cycle into learning how a river basin functions. They will go on to study the ways that rivers shape our landscapes and how humans interact with those processes.
- 3. Changing Cities** – This unit highlights how cities have been shaped through time by their physical location, culture, economic activity, and geopolitical links. Students will then assess the causes of rapid urban growth and evaluate how associated problems are managed in Birmingham and Mexico City.

## WHAT COURSE CAN I DO NEXT? HOW WILL THIS SUBJECT BE ASSESSED?

GCSE Geography

Each unit will be examined through a end of topic assessment

## CAREERS LINKS

Environmental consultant, Town Planner, Landscape Architect, Education and Research, Law, Investment, Public Relations, Journalism



# HISTORY

CORE

During Year 9 History students will study six topics over the course of the academic year, with each topic designed around an enquiry question that both structures and directs the course of learning. All six topics are linked together under one theme, 'Conflict and Cooperation', which helps students to develop their chronological understanding and make connections between different historical periods and parts of the world. All lessons are built on key historical concepts, such as diversity, interpretation and causation, to encourage deeper historical thinking, and vital GCSE skills are developed from the start.

## WHAT TOPICS WILL WE COVER?

1. 'The Crusades- Why can't historians agree about the crusades?' A topic which investigates the events of the crusades in the Middle East and how they have since been represented.
2. 'Slavery to Civil Rights.' This topic traces the impact of the transatlantic slave trade, from its origins in West Africa, to emancipation and the actions of the Civil Rights Movement in the 20th Century.
3. 'World War One- how did two bullets cause 20 million deaths?' An enquiry into the causes and consequences of the First World War and how it impacts the whole world.
4. 'World War Two- what was the turning point of the War?' Here we focus on how the war progressed between 1939-1945 and why the Nazis were defeated.
5. 'How should the Holocaust be remembered?' This topic looks at the many different groups who were involved in the Holocaust to understand why this event was able to happen and how we should remember it today
6. 'The Cold War- why was the world so divided between 1945 and 1991?' This enquiry looks at the state of Europe and the wider world following the Second World War, during which tensions developed that came to be known as the cold war.

## WHAT COURSE CAN I DO NEXT?

GCSE History

## HOW WILL THIS SUBJECT BE ASSESSED?

Each unit will be assessed internally

## CAREERS LINKS

The Law, Marketing, Advertising, Public Relations, Politics, Teaching and Research, Archiving and Heritage, The Media, Archiving and Heritage



### WHAT WILL I BE STUDYING?

All students study this course. The course offers a curriculum that aims to provide the skills, knowledge and attitudes necessary for students to make informed choices about their lives and their future. For example, students will investigate issues surrounding careers and their possible options.

In CPSHE lessons, students use discussion and multimedia to ensure they maximise their personal safety in the wider community. Citizenship issues such as governmental system, the United Nations and identity are also explored.

### HOW WILL THIS SUBJECT BE ASSESSED?

CPSHE is assessed internally.

### CAREERS LINKS

The course is a sound basis for future training, higher education or employment. It will develop the thinking skills and understanding that underpin a range of careers, including law, teaching, armed forces, politics, police, social work or civil service.



Dormers Wells is proud to be one of only thirty five nationally that is part of the Music in Secondary Schools Trust (MISS) programme. Your child received a free orchestral music instrument from the school, and has been learning how to play this instrument from Year 7. The MISS programme enables students to engage with music, in order to promote personal, social, intellectual and cultural development. Research has shown the positive impact that learning an instrument can have on raising academic outcomes.

Your child will have a fortnightly music lesson through year 9 where they will continue to learn how to play their given instrument. They will learn:

- A piece by Zoltan Kodaly
- Rhythmic dictation,
- Notes on the stave,
- Melodic dictation, metre, intervals and triads
- Key signatures
- Scales

alongside developing their listening, rehearsal and logic skills.

Throughout all topics, an emphasis on perseverance, resilience and self-evaluation will help students to develop as successful learners. In addition to Music lessons, students have the opportunity to further develop their musical talent through extra-curricular peripatetic lessons. There are also opportunities for students to audition for our school orchestra, perform at celebration assemblies, awards evening and open evenings amongst others.

This will lead to your child being able to continue their music learning if they so opt by choosing GCSE Music as an option for Year 10.

(To find out more about the MISS Andrew Lloyd Webber programme, please visit <https://www.miss.org.uk/>)



# PHYSICAL EDUCATION

CORE

Every student in year 9 will participate in core PE. Students will undertake a range of activities, both individually and in teams.

## WHAT WILL I BE STUDYING?

Students will cover a variety of activities such as: Football, Badminton, Cricket, Athletics, Netball, Handball, Basketball and Fitness

## HOW WILL THIS SUBJECT BE ASSESSED?

Students will be internally assessed.

## WHY IS THIS SUBJECT IMPORTANT?

Every student needs to have a basic level of fitness; these lessons will aid students in leading a healthy, active lifestyle.

Students at all year levels will cover compulsory PE throughout their time in secondary school.

## CAREERS LINKS

- Physiotherapy
- Police
- Sport Psychologist
- Psychologist
- Sports Coach
- Sports Scientist
- Nutritionist
- Sport journalist
- PE Teacher



# RELIGIOUS STUDIES

CORE

In Year 9 all students will study Religious Studies for one hour a week.

Our focus will be on developing the skills required to be able to discuss, reflect upon and write about issues in religion. For example, we will look at the skills you need to have a good discussion in the classroom, how to come up with a convincing point of view and use it in a debate or how to write an answer showing that you are aware of more than one point of view. We will also study the skills you need to be able to explore your own questions about religion and find answers through a personal project.

## WHAT TOPICS WILL WE COVER?

### The Study of Religions, Beliefs, Teachings and Practices

This course looks at different beliefs and attitudes to religious and non-religious issues in contemporary British society. Students gain a knowledge of the diversity of religious traditions in Great Britain with a focus on two of the six major world religions.

### Thematic Studies

The course encourages students to look at what it means to be a citizen from a religious point of view. It explores religious attitudes to relationships and families, peace and conflict and human rights.

## WHAT COURSE CAN I DO NEXT?

GCSE Religious Education

## HOW WILL THIS SUBJECT BE ASSESSED?

This is a non-examined course and will be assessed internally.

## CAREERS LINKS

- Accountancy
- Architecture
- Banking and Finance/ Economics
- Biology/Chemistry/Physics/Medicine
- Computing/Computer Sciences
- Electrical/Electronic Engineering
- Environmental Sciences
- Marine Engineering
- Mathematics



# ART & DESIGN

PRE-GCSE

This is a structured course which offers an introduction to a broad range of art and design activities covering two and three dimensional art forms. This is a programme running for one year (three terms).

It offers an opportunity for those who wish to build up a balanced portfolio to apply for further study, such as GCSE Art and Design, GCSE Photography or AS/A2 Art and Design. It is also suitable for those who want to pursue Art and Design for personal development and enjoyment.

The course is divided into three modules each centred round a core of ideas which are explored visually through a range of related media.

## WHAT TOPICS WILL WE COVER?

1. Portraits – Students will be introduced to a variety of different artists and craftspeople who have used the human face to express who they are. Students will learn about the correct proportions of the face and how to draw the face through observational drawings of themselves. Students will use a range of different materials and techniques to further develop their ideas working towards a variety of final pieces.

2. Emotions – Students will be introduced to artists who have created work that explores emotions. They will look at playful ways of expressing emotions as well as more expressionist artworks and understand how all the formal elements are used to do this. Using a variety of media, students will be able to try out new ideas and express themselves through their art.

3. Identity – Who are you and how can you convey this through your work? Where are you from? What do you like? What are the signs and symbols that can be used to communicate this through images? Students will be introduced to a wide range of artists and craftspeople who have spent their lives expressing who they are and developing a unique identity.

By the end of the year, they will have gained a richer understanding of art throughout history and developed their critical understanding, problem solving and practical making skills.

## HOW WILL THIS SUBJECT BE ASSESSED?

This is a non-examined course. Students will produce a portfolio of work which will be assessed internally, using the AQA GCSE Art criteria.

## CAREERS LINKS

- Fine artist
- Illustrator
- Photographer
- Animator or Games Designer
- Graphic Designer
- Arts Administrator
- Exhibition Designer
- Education
- Community Arts Worker
- Art Gallery Manager Architect



# COMPUTER SCIENCE

PRE-GCSE

This course will run in parallel to the core computing course that all students take in year 9. It is for students who wish to go on to further study in this discipline and is designed to immerse them into the world of problem solving and Computer Science.

## WHAT TOPICS WILL WE COVER?

Students will study topics that will help them to prepare for the GCSE course in Computer Science. They will spend a significant amount of time programming and using technologies that are in common use in industry.

Students taking this course will spend time learning about:

- The internet and web technologies
- Computer software
- Binary conversion and arithmetic
- Storing images
- Networks
- Game development

A significant amount of time will be spent programming using the following technologies:

- HTML, CSS and JavaScript
- Java

## WHAT COURSE CAN I DO NEXT?

The course will prepare students for GCSE Computer Science.

## HOW WILL THIS SUBJECT BE ASSESSED?

Each unit will be assessed internally by an end of unit test. These can be prepared for by using resources available on Teams, and the notes you have collated in your exercise book.

## CAREERS LINKS

- Software Developer
- Database Administrator
- Computer Hardware Engineer
- Computer Systems Analyst
- Computer Network Architect
- Education
- Web Developer
- Information Security Analyst
- Computer Programmer



# DESIGN & TECHNOLOGY

PRE-GCSE

Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The option available is DT with an area of specialism, which means the **ALL** students will be expected to learn the core topics below, but the practical products made will lean towards your chosen area of focus.

## HOW WILL THIS SUBJECT BE ASSESSED?

### Component 1 (50%):

Design and Technology (Written examination) 2 hours- 100 marks

A mix of short answer, structured and extended writing questions assessing your knowledge and understanding of:

- Technical principles
- Designing and making principles

Along with your ability to analyse and evaluate design decisions and technology

### Component 2 (50%):

Design and make task (Non-exam assessment)

Approximately 35 hours- 100 marks

A design and make task, based on a contextual challenge set by the exam board, assessing your ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

## CORE TOPICS

All students of the new Design and Technology specification will explore the following topics:

- Industry/Enterprise
- Sustainability
- Social/Cultural Influences
- Environmental issues/Deforestations /6R's
- Production Techniques
- Modern Materials/Smart Materials

- Technical Materials
- Inputs Processes and Outputs.
- Levers and Linkages
- Papers/Boards/Plastics/Wood/Metals/Fabrics
- Safety At Work/Laws
- Tools and Equipment
- Surface Treatments and Finishes.
- Designer Studies

## CAREERS LINKS

|                    |                  |
|--------------------|------------------|
| • Fashion Designer | • Printer        |
| • Illustrator      | • Architecture   |
|                    | • Animation      |
|                    | • Product Design |



# FOOD PREPARATION AND NUTRITION

Students will be given the opportunity to understand the skills required to cook, whilst applying the principles of food science, nutrition and healthy eating. They will develop vital life skills that enable them to feed themselves and others affordably and nutritiously.

They will develop an understanding of the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.

They will plan, prepare and cook using a variety of foods, cooking techniques and equipment, developing their knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks.

There will be opportunities for students to understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

## WHAT COURSE CAN I DO NEXT?

GCSE Food Preparation & Nutrition

## HOW WILL THIS SUBJECT BE ASSESSED?

You will be internally assessed at the end of each module.

## CAREERS LINKS

- Baker
- Food Technologist
- Chef
- Restaurant
- Manager
- Food Scientist
- Nutritional Therapist
- Education
- Hospitality and Catering
- Buyer



This is a structured course which offers an opportunity to build upon student's previous learning in French, develop a deeper knowledge and appreciation of French culture, and to prepare students for GCSE French.

The course covers a range of topics, a variety of language learning activities and opportunities to reinforce and develop learning in French, with a focus on accuracy, communication and grammar. The course is aimed at developing student's confidence in their own ability and students are given every opportunity to exercise the four language skills of: listening and understanding; speaking; reading and understanding; and writing.

### WHAT TOPICS WILL WE COVER?

We use Dynamo 3 for this course. 5 modules will be covered throughout the year including many topics such as: personal interests and leisure activities; home town and area; future plans and the world of work; customer service scenarios; Francophonie.

### HOW WILL THIS SUBJECT BE ASSESSED?

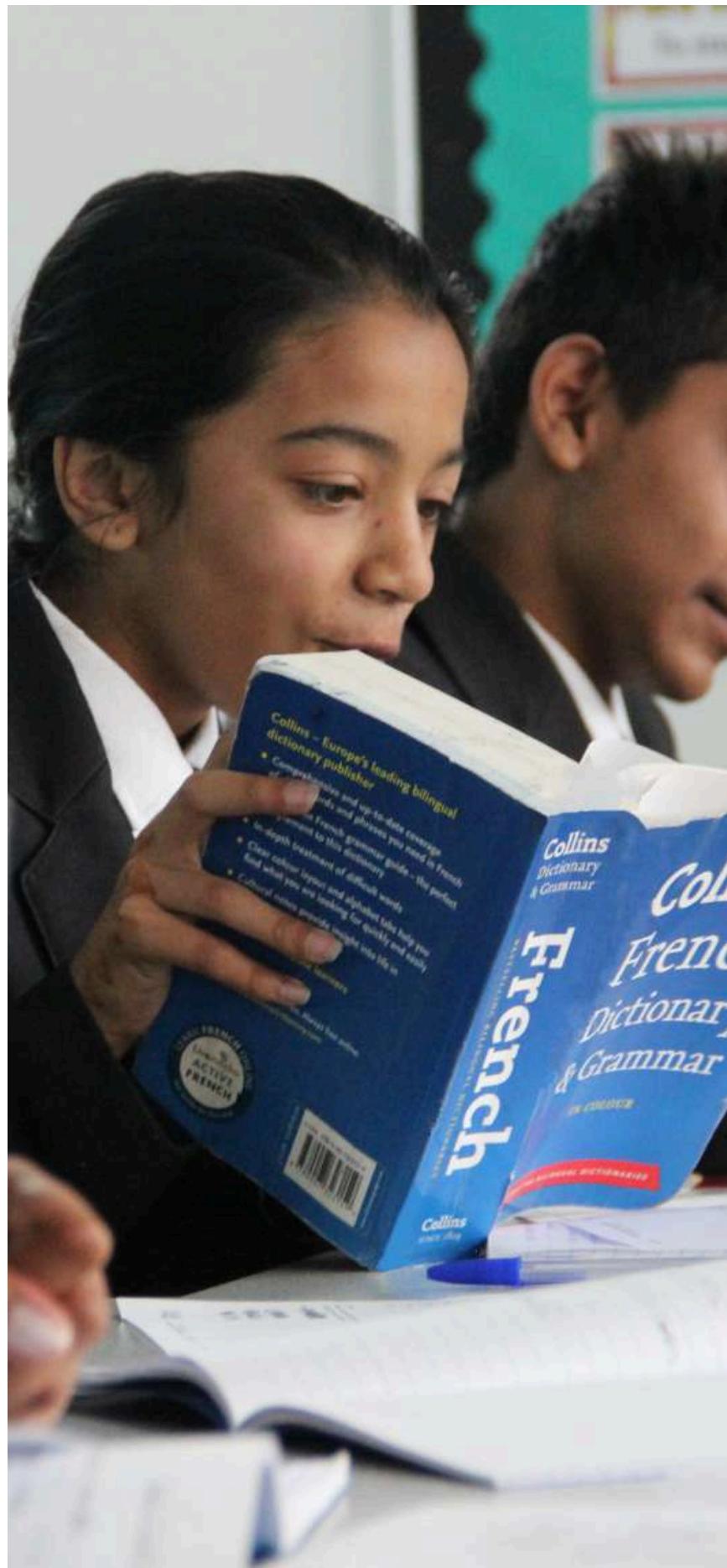
This course is assessed internally.

### WHAT COURSE CAN I DO NEXT?

GCSE French

### CAREERS LINKS

- Charities Administrator
- Commissioning Editor
- Consultant
- Human Resources Officer
- Interpreter
- Investment Analyst
- Journalist
- Logistics/Distribution Manager
- Management Accountant
- Marketing Manager (Social Media)
- Public Relations Officer
- Secondary School Teacher
- Solicitor
- Tourism Officer
- Tourist Information Manager
- Translator



In Year 9 Drama you will receive two hours of tuition over a fortnight. You will participate in a range of activities and be given the chance to improve your confidence, creative and communication skills. You will be given many opportunities to work in groups to develop both your rehearsal and performance skills and will be taught how to evaluate both your work and the work of others.

### WHAT TOPICS WILL WE COVER?

The course has three main areas of focus:

- **Devising Theatre:** You will use a wide range of thought-provoking stimuli to devise and create your own piece of original Drama.
- **Performing from a Text:** You will read modern, exciting and challenging play texts when performing your own scripts.
- **Interpreting Theatre:** You will read a complete play text to explore a character's movement, vocal skills and interactions with other characters. You will also interpret a play from a director/designer's perspective by considering design elements such as set design, props, lighting, sound, costume, hair and make-up to understand how making choices in design elements can communicate meaning to an audience.

### HOW WILL THIS SUBJECT BE ASSESSED?

Students will be assessed and receive both verbal and written feedback at the end of each unit of work, based on a combination of practical performances and written work.

### CAREERS LINKS

- Producers
- Actors
- Journalists
- Radio Presenters
- Producers
- Stage/Theatre Manager



This is a structured course which offers an opportunity to build upon student's previous learning in Spanish, develop a deeper knowledge and appreciation of Spanish culture, and to prepare students for GCSE Spanish.

The course covers a range of topics, a variety of language learning activities and opportunities to reinforce and develop learning in Spanish with a focus on accuracy, communication and grammar. The course is aimed at developing student's confidence in their own ability and students are given every opportunity to exercise the four language skills of: listening and understanding; speaking; reading and understanding; and writing.

### WHAT TOPICS WILL WE COVER?

We use Viva 3 textbook for this course. 5 modules will be covered throughout the year including many topics such as: school, food; holidays; talking about the past and technology.

### WHAT COURSE CAN I DO NEXT?

GCSE Spanish.

### HOW WILL THIS SUBJECT BE ASSESSED?

This course is assessed internally

### CAREERS LINKS

- Charities Administrator
- Commissioning Editor
- Consultant
- Human Resources Officer
- Interpreter
- Investment Analyst
- Journalist
- Logistics/Distribution Manager
- Management Accountant
- Marketing Manager (Social Media)
- Public Relations Officer
- Secondary School Teacher
- Solicitor
- Tourism Officer
- Tourist Information Manager
- Translator



# ACADEMIC PE

PRE-GCSE

This is a course designed for students with a real interest in PE and Sport, who wish to develop their knowledge across a range of topics in preparation for the study of GCSE PE or Btec Sport. Students will be introduced to topics from the GCSE specification. The students will undertake practical sports designed to enhance their ability in sport as well as their leadership.

Students who wish to take part in Academic PE should be looking to study GCSE PE in year 10 and 11, and possibly thinking of a career in the sports industry. Students need to be attending extra curricular sports clubs, competitions or fixtures.

The course will give students experience in a range of sporting activities, possible qualifications from various national governing bodies and begin the exploration of the GCSE specification. During the course, students will have the chance to be a focal point of the school's sporting future and will have the opportunity to lead and organise sporting events around the school. Students will also gain an understanding of PE as an academic subject.

## WHAT TOPICS WILL WE COVER?

The course will cover the theory topics of how to improve practical performance, methods of training, components of fitness, the cardiorespiratory system, the musculoskeletal system and diet and nutrition. Also, the course will cover sports and improve practical skills and leadership.

## WHAT COURSE CAN I DO NEXT?

GCSE PE or BTEC PE.

## HOW WILL THIS SUBJECT BE ASSESSED?

All topics will be assessed using the OCR GCSE assessment criteria.

## CAREERS LINKS

- The Law
- Marketing and Advertising
- Public Relations
- Politics
- Teaching and Research
- The Media



# YOUR QUESTIONS ANSWERED

## HOW MANY GCSES WILL I EVENTUALLY BE STUDYING IN YEAR 10?

Most students will study a total of 8 GCSEs.

## WHY DO I HAVE TO CHOOSE RESERVE SUBJECTS IN ADDITION TO MY INITIAL CHOICES IF I CAN ONLY STUDY 2?

It is not always possible to give students their first choice subjects; this may be for a number of reasons such as not enough people choosing the subject, subjects clashing in the option blocks or other situations. If you know what your reserve choices are, we can try to make these fit.

If you have any more questions, dont forget to ask your Form Tutor, Year Leader, Mr Parmar or our Connexions advisor.

## SUBJECT ZONES

### LIBRARY

French  
Spanish  
English  
PE  
Sport BTEC (Y9 options only)

### GRAPHICS MEDIA ROOM

Computer Science

### DT POD

Design & Technology  
Food and Nutrition

### CPSHE ROOM

Citizenship (Y9 options only)

### DINING ROOM

Science  
Maths  
Religious Studies  
History (Y9 options only)  
Geography (Y9 options only)  
Sociology (Y9 options only)

### PERFORMING ARTS POD

Drama  
Music

### ART POD

Art & Design: Art 1  
Photography: Art 3  
Health and Social Care BTEC Art 4 (Y9 options only)



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